DOCUMENT RESUME

ED 415 644 EC 306 127

AUTHOR	Taylor, George R.
TITLE	Curriculum Strategies for Teaching Social Skills to the Disabled: Dealing with Inappropriate Behaviors.
ISBN	ISBN-0-398-06791-0
PUB DATE	1997-00-00
NOTE	217p.
AVAILABLE FROM	Charles C Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Behavior Problems; Curriculum; *Curriculum Design; Curriculum Development; *Disabilities; Educational Environment; Elementary Secondary Education; Federal Legislation; Filmstrips; Inclusive Schools; *Interpersonal Communication; *Interpersonal Competence; Intervention; Learning Strategies; Parent Role; Self Esteem; *Social Behavior; *Social Development
IDENTIFIERS	*Social Skills Training

ABSTRACT

This social skills curriculum has been developed as a guide to assist in instructing students with disabilities in determining what behaviors are and are not acceptable in our society. Chapters include: (1) "The Disabled, Classified and Defined" (George R. Taylor and J. Richard Rembold); (2) "Social Learning Theories: An Overview" (Taylor and Francis Harrington); (3) "Behavioral, Social, and Academic Characteristics of Disabled Individuals" (Helen Brantley); (4) "Behavioral Styles of Disabled Individuals" (Taylor and Thaddaus Phillips); (5) "Application of Social Learning Theories to Social Situations" (Taylor); (6) "Practical Application of Social Learning Theories To Educating Disabled Individuals" (Taylor and Phillips); (7) "Direct Intervention Techniques for Teaching Social Skills to Disabled Individuals" (Shirley Edwards and Lois Nixon); (8) "Parental Roles in Social Skills Development" (Lavania Lee Rice-Fitzpatrick and Harrington); and (9) "Social/Interpersonal Skills Curriculum for Disabled Individuals" (Taylor and others). The last chapter summarizes research findings on environmental influences on social skills and discusses using a holistic approach to transform the school environment and promote self-esteem. Appendices include a list of recommended social skills to be taught in inclusive schools, evaluation forms, some cooperative learning strategies, films and filmstrips on social skills, relevant federal legislation, and glossary of terms. (Each chapter contains references.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****